August 2008 Training Tracker

Utah Public Charter Schools



Next year's monthly directors' trainings/dialogues are scheduled for the following dates:

September 26, 2008
October 24, 2008
November 19, 2008 (This is a <u>WEDNESDAY</u>)
January 30, 2009
February 27, 2009
March 27, 2009
April 24, 2009

Other opportunities:

CACTUS/Licensing Training

Charter schools and districts invited Aug 7: 9-2:30 @ Lincoln Academy Aug 13: 9-2:30 @ Channing Hall

For registration, please contact Diane DeMan at 801-538-7741 or <u>Diane.Deman@schools.utah.gov.</u> (Limited seats available and filling fast!)

UTIPS Training!!

This is a 3 part training via Wimba. Participants must commit to full participation for all 3 sessions.

<u>Sept 23:</u> 2:30 – 4:00 <u>Sept 30:</u> 2:30 – 4:00 <u>Oct 7:</u> 2:30 – 4:00

Please **RSVP** to Jeannie Rowland by **September 8** at 801-538-7676 or <u>Jeannie.Rowland@schools.utah.gov</u>. Contact Julie Quinn at 801-538-7723 or <u>Julie.Quinn@schools.utah.gov</u> for questions about the process for Wimba online training. (It's easier than you think!)

 Recent participants gave rave reviews about the usefulness for UTIPS in the classroom! It even provides assessments aligned to the Utah State Core Curriculum!

STAR Tutoring Trainings

These are being offered 1 or 2 times a month beginning in August and continuing through December. Please see the attached flyer for details. For questions and registration please call Sue Okroy at 801-538-7765.

**Money, materials, and credit offered!

Upcoming Charter School Trainings

August:

7 <u>SIS Training Modules for Basic Scheduling & Food Service</u> City Academy (555 East 200 South, Salt Lake City)

> Basic Scheduling: 9:00 – 11:00 am Food Service: 11:15 am – 1:00 pm

☆Training will be specifically on **basic manual** scheduling (not the Loader or Master Builder)

You are welcome to attend one or both sessions. Please **RSVP** to Jan Shepard by **August 1** – space is limited – at janshep01@amail.com or jan@charterstar.org.

14 <u>SIS Training Modules for Gradebook & New Academic Progress</u> City Academy (555 East 200 South, Salt Lake City)

Gradebook: 9:00 am – 12:00 pm

New Academic Progress: 12:00 pm - 1:00 pm

Training is specifically on Grade book and the new academic progress module which will be shifting from Foxpro to grade book and will not be accessible through Foxpro for the '08-'09 school year.

You are welcome to attend one or both sessions. Please **RSVP** to Jan Shepard by **August 1** – space is limited – at <u>janshep01@gmail.com</u> or <u>jan@charterstar.org</u>.

SEPTEMBER:

26 Monthly Directors' Training USOE - Board Rooms Topic details forthcoming

OCTOBER:

24 <u>Monthly Directors' Training</u>
USOE – Board Rooms
Topic details forthcoming

The USOE's Educator Quality & Licensing Section has updated both the look and content of their website. http://www.schools.utah.gov/cert/

DID YOU KNOW??

Union Pacific has created The Principals' Partnership, a program designed to assist secondary principals. (Elementary principals can still find helpful information.) This site is filled with research, handbooks, and many other resources. Take a look! http://www.principalspartnership.com/index.html



Washington County School District has a resource page with links to various administrator-relevant documents. There are many samples of evaluation tools, information regarding mentoring students and other useful examples. Please visit: http://prodev.washk12.org/Content%20Refs/filelinks/Principals%20resources/Pr incipal's%20resources.htm



The New Teacher Center based in the Department of Education at the University of California, Santa Cruz has extensive resources to guide administrators and mentors in best practices to support new teachers. Additionally, they have a fantastic document all about the support of new and veteran principals. The website is http://newteachercenter.org, and, specifically, the principal's document is

http://www.newteachercenter.org/newsletters/ReflectionsF03.pdf. It is definitely worth the read.

<u>Miscellaneous Utah Praxis™ Information</u>
USOE Praxis contact: Gail Johnson 801-538-7779 or <u>Gail.Johnson@schools.utah.gov</u>

Paper-based Test Centers and Dates

*Please see the Praxis™ website at http://www.ets.org/Media/Tests/PRAXIS/lists/praxis tc domestic UT.html for details and possible schedule changes.

Locations:

Southern Utah University, Cedar City Utah State University, Logan Weber State University, Ogden Utah Valley University, Orem College of Eastern Utah, Price Brigham Young University, Provo Utah State University – Uintah Basin, Roosevelt University of Utah, Salt Lake City Dixie State College, St. George

Dates:

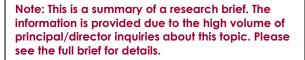
Sep. 13 and Nov. 15, 2008

Jan. 10, Mar. 14, Apr. 25, Jun. 13, and Jul. 25 2009

Please see http://etsis4.ets.org/tcenter/CenterList.jsp?U=U for the 5 Utah locations for Computer-Based Testing Centers. (Lindon, Logan, Salt Lake City, St. George, and Taylorsville)

The 2008-2009 Praxis Series Information Bulletin has details regarding registration, contacts, test day preparation, etc. Please visit: http://www.ets.org/Media/Tests/PRAXIS/pdf/01361.pdf.

"Our greatest natural resource is the minds of our children." --Walt Disney



The Principals' Partnership

http://www.principalspartnership.com/ Sponsored by Union Pacific Foundation

Research Brief Strategies for dealing with tardiness

Question: What works to reduce tardiness? **Summary of Findings:**

- Principals and teachers have long thought that student tardiness was a serious problem. In one study from the 1990's, 8-12% of students were absent each day, and more than 40% of teachers found tardiness to be a significant problem.
- Behavior modification approaches include the following: locked out of class; detentions, parent conferences, additional assignments, lower grades, work details, Saturday classes, token systems for being on time, time cards, time management workshops, contingency contracts, and tardy rooms. Many proved effective, but detentions, reduced grades, tardy rooms, and additional assignments proved ineffective at changing behavior.
- Before a school can change the behavior of students, they must understand what is going on in those students' lives - the underlying problem. When asked, students indicated that they were tardy for the following reasons: transportation problems; overcrowded conditions; lack of a culturally sensitive curriculum; dirty and limited access to bathrooms; health-related causes; sleeping habits; and family-related excuses.
- Successful needs-based strategies included: individually identifying, assessing, and referring chronic offenders to the appropriate services; working with parents; instituting free breakfast programs; working with teachers to improve instructional quality; switching to Block scheduling; interdisciplinary & integrated curriculum; and providing opportunities for students to express their opinions and contribute to the operation of the school.
- As one study says, "... even the best attendance policy must be accompanied by an understanding of student motivation. Schools must look at whether alienation is playing a part in absences. Other factors, such as cultural values, socialization, social responsibility, academic rigor, and school climate, must also be considered when examining attendance patterns."